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ABSTRACT

This annual report includes information on enrollment, instructional programs, and finance of the 17 Maryland community colleges from 1 July 1976 through 30 June 1977. College enrollment continued to grow during the year, increasing 4.9% over the previous year. Each college improved in scope and coverage of its appropriate programs and in the relevancy of these programs to students and community needs. The State Board for Community Colleges reviewed and endorsed 18 new degree and certificate programs at 11 institutions; all new programs were in occupational areas. The Statewide Master Plan for Community Colleges in Maryland was completely updated. The plan articulates six major goals for the decade ahead: to coordinate and assist in developing a high quality college system; to provide equal access to colleges for all state residents; to provide high quality comprehensive transfer and continuing education programs and services; to offer a comprehensive selection of career programs, courses, and student support services; to analyze current and potential services to local communities; and to increase community college operation efficiency without impairing service quality. Student characteristics, financial, and capital construction data are included and Vocational Education Act grants and state legislation are discussed. (TR)

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Maryland State Board for Community Colleges

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STATE BOARD FOR COMMUNITY COLLEGES

EIGHTH ANNUAL REPORT

1977

ANNAPOLIS, MARYLAND

The Jeffrey Building
16 Francis Street
Annapolis, Maryland
21401

JC 780 151

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Maryland State Board for Community Colleges
THE JEFFREY BUILDING
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Annapolis, Maryland 21401
301-269-2881

The Honorable Blair Lee III
Acting Governor of Maryland
The State House
Annapolis, Maryland 21401

Your Excellency:

Article 77A, by which creation of a State Board for Community Colleges was authorized in 1968, provides that one of the duties of the Board is "to report annually to the General Assembly of the Board's activities and the activities of the community colleges." In accordance with this provision, the State Board for Community Colleges is pleased to present herewith its Eighth Annual Report for the period July 1, 1976 through June 30, 1977.

During this period the growth of the community colleges continued. Enrollment increased 4.9 percent from Fall 1975 to Fall 1976. Each community college in the Statewide system is improving in the scope and coverage of its appropriate programs and in the relevancy of these programs to students and community needs. During this reporting period, eighteen degree and certificate programs at eleven community colleges were reviewed and endorsed by the State Board for Community Colleges. All new programs were in occupational areas.

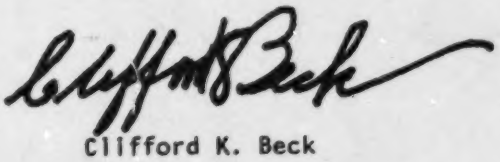
The State Board for Community Colleges published several major documents in FY 1977. A full and complete update of the *Statewide Master Plan for Community Colleges in Maryland* was accomplished. The Plan conformed with the Executive Planning Guidelines and was reviewed by the Department of Budget and Fiscal Planning as well as the Department of State Planning. The Board also published a monthly *Bulletin* on timely topics which was distributed Statewide and to selected Nationwide agencies and institutions. A Self-Study--Team Evaluation of the State Board for Community Colleges was conducted and the findings published.

The State Board, in concert with community college trustees and presidents of respective colleges, the State Board for Higher Education, and other educational elements, intends to pursue its commitment to operational excellence and relevance to needs, both within its body and within the community colleges. The

Board also reaffirms its strong commitment of the necessity for dynamic leadership and local control to reside with the respective local boards of trustees within the framework of policies adopted and administered by the State Board. Only with this commitment can the colleges fulfill their respective obligation to the local communities.

The State Board for Community Colleges will continue to strive to reach the goals contained in the Master Plan as we serve the citizens of the State of Maryland.

Sincerely yours,



Clifford K. Beck
Chairman

MARYLAND COMMUNITY COLLEGES

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Anne Arundel Community College
Arnold
Justus D. Sundermann, President

Community College of Baltimore
Baltimore City
Rafael L. Cortada, President

Catonsville Community College
Catonsville
B. A. Barringer, President

Cecil Community College
North East
William J. O'Connor, President

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J. N. Carsey, President

Chesapeake College
Wye Mills
Robert C. Schleiger, President

Dundalk Community College
Dundalk
John E. Ravekes, President

Essex Community College
Essex
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Frederick
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Garrett Community College
McHenry
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Alfred C. O'Connell, President

Howard Community College
Columbia
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Montgomery Community College
Rockville, Takoma Park, Germantown
William C. Strasser, President

Prince George's Community College
Largo
Robert I. Bickford, President

Wor-Wic Tech Community College
Salisbury
Arnold H. Maner, President

TABLE OF CONTENTS

ENROLLMENT 1

INSTRUCTIONAL PROGRAMS 2

FINANCE 4

CAPITAL CONSTRUCTION 6

MASTER PLAN 7

LEGISLATION 8

VOCATIONAL EDUCATION ACTS GRANT 9

SELF-STUDY 10

ENROLLMENT

The 1976 opening Fall credit enrollment for community colleges was 79,955, an increase of 4.9 percent over that of the previous year. Detailed enrollment history and projections are shown in the *Statewide Master Plan for Community Colleges in Maryland Fiscal Years 1978-1987*.

Student Characteristics

Until 1969, full-time students accounted for more than 50 percent of the total community college enrollment in Maryland. In the past years, the ratio has shifted. In Fall 1976, part-time students represented 64 percent of the total enrollment.

In Fall 1976, minority students accounted for over 20 percent of the total community college enrollment. Black students comprised 18.5 percent of the total enrollment, compared with 9.9 percent in 1970.

More than four-fifths of the students (89 percent) attended community college in their home county. Nine percent were from another county in Maryland, and only 2 percent of the students were from other states or foreign countries.

A follow-up study was conducted to help assess student goals and outcomes. Questionnaires were sent to 19,934 persons who were first-time students in Maryland community colleges, Fall 1972. The major findings included:

- Only half of the respondents held an AA goal, and 14 percent came for "courses of interest";
- Sixty percent stated that they achieved their educational goal;
- While 55 percent were employed full-time, 74 percent were employed full-time when their goal was career development;
- While 38 percent transferred, 68 percent transferred when their goal was transfer;
- Eighty-seven percent stated that they would recommend their community college to a friend.

The student follow-up study will be repeated in FY 1978, surveying the students who entered college in Fall 1974.

INSTRUCTIONAL PROGRAMS

Maryland community colleges offer both associate degree and certificate programs. Increasingly, the emphasis on community college level programs is in the occupational area. Eighteen degree and certificate programs at eleven community colleges were reviewed and endorsed by the State Board for Community Colleges during the 1976-77 academic year. All new programs were in occupational areas. In addition, seven occupational programs were designated as regional programs.

The new programs endorsed by the State Board in the 1976-77 academic year follow.

College	*Program*	*Award Level*
Allegany	Radiologic Technology	AA
Baltimore	Occupational Health Nursing	Certificate
Catonsville	T.V. Station Operation & Maintenance	AA; Certificate
Charles	Nursing (Registered)	AA
	Recreation Leadership	Certificate
Garrett	Veterinary Science Technology	Certificate
Hagerstown	Human Services Technician	AA
Harford	Engineering Technician	AA; Certificate
	Insurance	AA; Certificate
Howard	Plant Science	Certificate
Montgomery:		
Rockville	Automotive Technology	AA; Certificate
Germantown	Electromechanical Technology	AA
Prince George's	Real Estate	AA
	Automotive Technology	AA
Wor-Wic Tech	Automotive Services Technology	Certificate
	Carpentry	Certificate
	Nursing (Practical)	Certificate
	Wholesale Distribution	AA

The following programs received regional designation.

Catonsville	Air Transportation Management	AA
	Mortuary Science	AA

Cecil	Professional Photography	AA
Dundalk	Power Engineering Technology	AA
Garrett	Wildlife Management Technology	AA
Howard	Vision Care Technician	AA
Wor-Wic Tech	Hotel-Motel Management	AA

Program Evaluation

In FY 1977, developmental work on the Quantitative Program Data Monitoring System was completed. This computerized system provides a State-level mechanism for quantitatively analyzing and evaluating community college instructional programs. A Level II, qualitative evaluation, might be requested, should the quantitative analysis so indicate. Also, during FY 1978, the procedures for quantitatively evaluating community college instructional programs will be further refined.

Continuing Education and Community and Public Service Activities

Continuing education and community and public service activities have emerged among the most vital components of Maryland's comprehensive community college system. Continuing education includes courses for citizens intending to upgrade an existing talent or to acquire new skills required in the labor market. Community and public service activities include workshops, seminars, and lecture series dealing with key political, social, and economic issues facing our communities. The range of curriculum development allows each college to work toward the solution of major problems in its community.

The State Board coordinates and assists each college in its development of high-quality continuing education/community service curriculum. During this fiscal year, some 40,000 Maryland citizens completed approximately 1,900 continuing education and community and public service courses. In addition, hundreds of thousands of Maryland citizens participated in and attended concerts, plays, workshops, and other related activities sponsored by the colleges. Noncredit curriculum in the community college addresses not only the traditional academic needs of the citizenry of Maryland, but also has the flexibility to be able to address public concerns dealing with such areas as consumerism, health related issues, and human development.

Continuing education provides high-quality, low-cost programming which aids students in all realms of their everyday existence. The State Board assists each college in issues related to funding, curriculum development and evaluation, and program articulation. Conceptualizing the ideals involved in a lifelong learning process is one of the major objectives of the State Board.

FINANCE

Total net current operating expenditures for the seventeen community colleges during fiscal year 1977 were $96,571,910. The average cost per full-time equivalent student was $1,802. A summary of the major sources of revenue for each community college in fiscal year 1977 follows:

College	*Student Fees and Tuition*	*State Aid*	*Local Contributions*	*Other Revenues*
Allegany	$ 948,527	$ 1,171,100	$ 650,000	$ -
Anne Arundel	2,391,732	2,858,065	1,407,250	67,930
Baltimore	2,696,508	4,212,110	3,852,647	-
Catonsville	3,175,005	4,380,957	3,524,583	42,398
Cecil	366,276	659,414	436,828	8,954
Charles	856,627	1,288,007	903,390	320,148
Chesapeake	301,040	767,624	495,190	111,237
Dundalk	620,479	1,305,080	1,438,326	35,979
Essex	2,666,700	3,823,155	2,893,430	88,245
Frederick	-	-	-	-
Garrett	145,980	606,144	347,669	14,142
Hagerstown	720,444	1,105,664	886,532	41,610
Harford	1,828,319	1,735,202	1,452,198	69,677
Howard	692,136	988,120	1,035,345	40,305
Montgomery	7,112,678	6,039,838	7,033,632	462,153
Prince George's	3,866,778	5,836,538	3,329,050	186,855
Wor-Wic Tech	98,703	274,153	106,280	25,789
Totals	$ 28,487,932	$ 37,051,171	$ 29,792,350	$ 1,515,422

Source: SBCC-CC-4

In addition to the above sources of revenues, community colleges receive revenues from the federal government, auxiliary services, and grants.

The following information summarizes total expenditures and percentage by function of total educational and general expenditures for fiscal year 1977. The total net current operating expenditures are shown, as well as the percent of distribution.

College	Net Current Operating Expenses	Instruction	Instructional Resources	Student Affairs	Plant Operation and Maintenance	General Administration	General Institutional	Other
Allegany	$ 2,798,072	62%	6%	6%	7%	8%	11%	-
Anne Arundel	6,907,129	66	4	5	12	10	3	-
Baltimore	10,761,.64	61	4	7	16	12	-	-
Catonsville	11,116,975	51	6	10	15	5	13	-
Cecil	1,584,493	55	5	11	12	6	8	3%
Charles	3,360,586	43	8	7	17	10	7	8
Chesapeake	1,547,471	43	4	11	26	12	4	-
Dundalk	3,372,981	43	10	14	12	8	13	-
Essex	9,440,492	52	6	10	15	5	12	-
Frederick	-	-	-	-	-	-	-	-
Garrett	1,099,113	44	10	9	19	11	7	-
Hagerstown	2,736,752	54	6	7	7	12	14	-
Harford	4,655,909	56	6	11	14	11	2	-
Howard	2,809,323	52	9	7	14	15	3	-
Montgomery	20,482,757	51	7	7	13	12	10	-
Prince George's	13,406,163	56	4	8	12	17	3	-
Wor-Wic Tech	492,430	40	-	12	-	28	20	-
Total	$96,571,910							
Percent Distribution	100%	54%	6%	8%	13%	11%	7%	1%

Source: SBCC-4

CAPITAL CONSTRUCTION

The State provides at least 50 percent of capital funds required for community college capital construction on a matching basis for space which is eligible under the State Construction Guidelines. In some instances, community colleges are eligible for more than 50 percent State aid based upon the level of State support for local school systems. Regional community colleges are eligible for up to 75 percent in State aid. Based upon this formula, the General Assembly has authorized $103,000,000 in State capital construction bonds for community colleges in the period fiscal year 1962 through fiscal year 1977. Of this total, $90,309,833 has been allocated to the community colleges through June 30, 1977. A summary of allocations approved for community colleges during fiscal year 1977 follows:

College	*Project*	*State Aid*
Anne Arundel	Physical Education Addition - Design	$ 21,000
Anne Arundel	Careers Center Parking Lot - Construction	175,665
Cecil	Parking Lot - Design & Construction	147,040
Dundalk	Athletic Fields & Site Development - Construction	261,000
Dundalk	Humanities-College Center - Design	72,500
Essex	Career Education Center - Design	73,000
Essex	Site Development & Parking	324,900
Essex	Maintenance & Operations Building - Construction	246,699
Garrett	Parking & Access Road	103,201
Hagerstown	Assembly Building - Construction, Furniture & Equipment	109,818
Howard	Learning Resources Center Alterations - Design	12,447
Howard	Communications Arts & Administration Building - Furniture & Equipment	47,104
	Total	$ 1,594,374

MASTER PLAN

The State Board for Community Colleges completed a full update of the *Statewide Master Plan for Community Colleges in Maryland* in fiscal year 1977. The general purpose of the Plan is to combine aims with previous experience to build a proposed course of action for Maryland colleges. The Plan communicates the intentions of the State Board and provides a guide for coherent decision making. The Plan presents completely revised enrollment, facilities, and financial projections. Also included is a comprehensive appendix of policy and data references.

The Master Plan sets forth six major goals for the decade ahead:

- To coordinate and assist in the development of a high quality community college system;
- To provide equal access to community colleges for all Maryland citizens;
- To provide high quality comprehensive transfer and continuing education programs and services;
- To offer a comprehensive selection of career programs, courses, and student support services to aid the human and manpower needs of the State and its communities.
- To analyze current and potential services to local communities and recommend those most promising for systemwide development;
- To increase the efficiency of community college operations without impairing the quality of services.

Each goal contains specific objectives, strategies, and time frames as appropriate.

In the original State Board for Community Colleges Master Plan, the commitment was expressed to update the Plan annually. In addition, the Governor of Maryland has ordered all State agencies to participate in an Executive Planning Process which would assist the General Assembly and the Executive Department with long-term and short-term planning to be used in the development of the State budget.

The community college Master Plan will be completely revised in FY 1978.

LEGISLATION

The 1977 Session of the Maryland General Assembly was widely considered to have been a "fiscal session" dealing principally with revenue and expenditure issues. Since the 1976 Session dealt comprehensively with higher education structure and governance, very few major structure or governance issues were put before the legislators in 1977.

Of utmost importance to Maryland community colleges was the enactment and signing of Senate Bill 353, an administration measure to increase the level of State support for community colleges and the establishment of a system for the approval of a systemwide projection of community college full-time equivalent enrollments.

The State Board for Community Colleges sponsored a departmental bill in 1977 (House Bill 939) to restore the Governor's general authority to appoint community college trustees. The bill, which was enacted, became necessary because of a technical oversight in the 1976 structure and governance legislation.

Bills related to community college audits (House Bill 2127) and omnibus collective bargaining rights (various) were not successful. A local classified employee bargaining bill for Baltimore County community colleges (Senate Bill 886) was enacted as were bills on the use of credit cards for payment of tuition (House Bill 1519) and regional community college bond authorization reductions (House Bill 1178).

VOCATIONAL EDUCATION ACTS GRANT

In 1974, the State Board for Community Colleges was awarded a grant by the Division of Vocational-Technical Education, State Department of Education, to study various aspects of postsecondary occupational education in Maryland. The projects address five critical areas identified by the *Statewide Master Plan for Community Colleges in Maryland 1973-1983*. The projects are supported by funds derived from the Federal Vocational Education Acts of 1963 and 1968.

The five projects are:

- To seek to improve articulation between secondary and postsecondary occupational programs in the State;
- To develop a management information system for occupational programs in order to respond to the data needs of the Division of Vocational-Technical Education, the Maryland State Board for Higher Education, and other State agencies;
- To implement the May 1974 report of the Community College Career Program Evaluation Committee, primarily to initiate pilot study of selected programs in terms of approved analytical framework;
- To conduct feasibility study and the limited development and placement of Maryland community college occupational students.

In FY 1977, the proposals for the projects noted above were expanded to encompass areas not previously within the scope of the five projects and the grant increased to $100,000. A sixth proposal--limited funding for the out-of-county cost differential for regional programs--was requested. It is anticipated that this proposal will be favorably received.

The studies and projects conducted with these funds contribute greatly to the improvement of occupational education in Maryland.

SELF-STUDY

In August 1976, the State Board for Community Colleges underwent the first Self-Study--Team Evaluation of a State-level higher education agency ever conducted in the United States. As part of a pilot project sponsored by the National Council of State Directors of Community/Junior Colleges, the State Board and staff evaluated its own activities and then invited a nationally-recognized panel of consultants to determine the degree to which the Board and staff were accomplishing their mission.

When the team arrived to conduct its on-site evaluation, the State of Maryland had just entered a new era of State higher education structure and governance enacted by the General Assembly. The team visit provided an opportune time to assess past functioning and to suggest new directions in accordance with a new State structure.

The team studied the self-study documents before its arrival and continued the inquiry in Annapolis through discussions with the State Board for Community Colleges and staff, presidents and trustees of the community colleges, and others. They examined the records of the State Board as well as publications and reports.

The findings of the self-study team were published. The State Board will respond to each of the recommendations made during FY 1978.

UNIVERSITY OF CALIF.
LOS ANGELES

APR 21 1978

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